



History 400
19th and 20th century imperialism and colonialism
Professor Trevor Getz



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I. What is this class?

History 400 is a class about 19th and 20th century imperialism. Loosely defined, imperialism centers around the act of political subjugation of one peoples by another. However, imperialism by definition never entails complete assimilation culturally, economically, or (it turns out) politically. Thus it is more a give-and-take relationship than total domination; resistance to and subversion of the imperial mission is commonplace.

This class is about conquest and domination, but it is also about gender, race, class, and culture. We will discuss ‘imperialism’ as an internalized ideology amongst Europeans and to a lesser extent American and Japanese societies. We will also look at imperialism’s partner – colonialism – in terms of the relationship between metropole and colony.

The first part of this class will center upon a discussion of the origins and context from which modern imperialism arose. We will then look closely at the reasons for, and events of, imperial expansion. We will spend much of this course seeking to understand the reciprocity of the colonial relationship, as well as its ultimate oppression, and finally we will look at decolonization, and ask whether colonialism has actually met its end.

Course objectives

By the end of this course, students will be able to:

- Engage the discourse on the origins of modern imperialism.
- Discuss imperialism as a constituent element of 19th and 20th century European societies, cultural constructs, military, and economic considerations.
- Understand the roles of the ‘metropolises’ and ‘periphery’ in jointly constructing the operations of the colonial state.
- Demonstrate various models for the functioning of colonial states.
- Investigate the roles of colonized peoples in the functioning and undermining of the colonial system.
- Compare imperial and colonial systems globally
- Define and discuss various approaches to and understandings of modern imperialism.

Generic Rules

1. Instructor reserves the right not to admit students more than 10 minutes after class officially starts (but will not always exercise it).
2. Instructor will periodically take roll, and reserves the right to penalize students up to 10% of Final grade for missing classes. Student WILL be given a warning first.
3. Instructor does not normally accept late papers or assignments, unless an agreement is individually reached with instructor PRIOR TO submission of materials.
4. Testing and evaluation will be conducted on the basis of materials from text and lecture. Failure to complete readings or to attend lectures will probably cause low grades!
5. This is a sensitive topic and students are advised to show sensitivity to their classmates.

Plagiarism

Plagiarism is a form of cheating or fraud; it occurs when a student misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgment, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as his or her own. Any assignment found to be plagiarized will be given an "F" grade. All instances of plagiarism in the College of Humanities will be reported to the Dean of the College, and may be reported to the University Judicial Affairs Officer for further action.

Schedule

Part I: Introduction and definition			
28 Aug	Introduction and definitions: empire, imperialism, and colonialism	<i>Online reading from Getz and Streets, "introduction"</i>	
30 Aug	The early modern state system (globally)	Definitions paper due	
30 Aug	Early modern "empires" and "colonialisms"	<i>Online reading from Getz and Streets, Chapters 1 and 2.</i>	
4 Sep	Britain's informal Empire and 'Responsible Government'		
6-9 Sep	"Conference on German Colonialism", http://www.sfsu.edu/~german/GCC/program.html	Attendance at two sessions <i>mandatory</i>	
6 Sep	The Indian 'model' of colonialism		
11 Sep	The Industrial Revolution: Cause or Effect?		
13 Sep	No class, instructor delivering lecture to DeYoung docents. You are invited to attend (http://www.thinker.org/deyoung/calendar/day.asp?calendarid=3023&day=9%2F12%2F2007)		
Part II: The Expansion of Empires as seen from the 'metropole' 1870-1914			
18 Sep	Industrialized society in the 19 th century: Nationalism and Liberalism	<i>Online reading from Getz and Streets, Chapter 10</i>	

18 Sep	The 'New' Imperialism in global perspective	Conklin et al. (pp.1-54), Osterhammel, Chptr 1-3	
20 Sep	Ideologies of Imperialism & Gentlemanly Capitalism		
25 Sep	MIDTERM	Midterm	
27 Sep	No class, instructor delivering paper at conference (website: http://www.mebao.org/index.php?PageID=9)		
2 Oct	The establishment of colonies: Narratives	<i>Online reading from Getz and Streets, Chapters 11 and 13</i>	
4 Oct	Colonizing struggle: Simulation		
9 Oct	From 'balance of power' to 'World War I': Imperialism in European politics		
11 Oct	Meetings w/ students to discuss progress on research papers (instructor will schedule meetings by panel)		
Part III: Cultural Contact and the imperial 'periphery'			
16 Oct	Policies of rule: exploitation governments	<i>Online reading from Getz and Streets, Chapter 12. Osterhammel Chptr 5-8</i>	
18 Oct	No class: Instructor giving paper and chairing panel at conference (website http://www.africanstudies.org/asa_annualmeeting2007.html)		
23 Oct	Policies of rule II	Conklin (pp.54-96)	
25 Oct	Economics of Empire revisited		
30 Oct	Theories of resistance, accommodation, negotiation, and collaboration	Conklin (pp.181-220)	
1 Nov	The extension of European culture	Conklin (pp.97-138);	
1, 6 Nov	Colonialism as a gendered project		
6 Nov	The Empires' impact on Europe	Conklin (pp.139-180)	
Part IV: Decolonization and neo-colonialism			
8 Nov	World events and decolonization	<i>Online reading from Getz and Streets, Chapter 14</i>	
13 Nov	Concepts of Decolonization	Osterhammel Chapter 10 <i>Online reading from Getz and Streets, Chapter 15</i>	
15, 27 Nov	Decolonization: Narratives		
4 Dec	<i>Discussion: Is America an Empire?</i>		
6 Dec	Review & Summation		
11-13 Dec	Research paper workshops in instructor's office during office hours and class time. Meeting with instructor is <i>mandatory</i> .	Research papers due by 1 PM on December 18 in instructor's box in the History Department Office	
20 Dec	Final exam, 10:45-1:15	Final Exam	

II. CONCEPTS

Pre-colonial local context

Existing polities/politics
 'ethnicity' and 'identity'
 religion
 class and caste

Colonial theory

Marxist
 Conservative
 Historical/Political/Strategic
 'Gentlemen Capitalists'
 Psychological
 Liberal

Stages (*not necessarily in this order*)

Partition
 Pacification
 Intensification
 Compromise/Contraction
 Decolonization

Strategies of rule

Indirect
 Direct
 Association
 Assimilation

Indigenous agency (*categories*)

Resistance
 Accommodation
 Subversion
 Collaboration
 Survival

Places

Metropole
 Regional amalgam
 Dominion
 Colony
 Protectorate
 Colonial capital
 Urban zone of interaction
 Rural district/*cercle*
 Frontier
 Plantation/mine

Key Agents

Metropolitan ministry
 Independent European merchant
 houses/agents
 Colonial officials
 Missionaries
 Métis communities
 Local religious leaders
 'intelligentsia'
 'bourgeoisie'
 chiefs/aristocrats
 urban proletariat
 rural peasant class

'World' events/trends

Brussels conference
 Berlin conference
 Franco-Prussian War
 Great depression
 WWI
 WWII
 Cold War

'Old Style' Empires

Russian Central Asian Empire
 Ottoman Empire
 China

'New Style' Empires

American Pacific 'territories'
 Japanese Far East Empire
 British Empire
 Belgium (Congo)
 Dutch Indies
 Portuguese (Africa and Indonesia)
 French *d'outre mer* and Empire
 German Empire -1918

III. Basic Theories

Conservative Theories

Examples: Disraeli, Rhodes, Kipling

Imperialism is necessary to preserve the existing social order in the more developed countries. It is necessary to secure trade, markets, to maintain employment and capital exports, and to channel the energies and social conflicts of the metropolitan populations into foreign countries. There is a very strong ideological and racial assumption of Western superiority within this body of thought.

Liberal Theories

Examples: Hobson, Angell

Imperialism is a policy choice, not an inevitable consequence of capitalism. Increasing concentration of wealth within the richer countries leads to underconsumption for the mass of people. Overseas expansion is a way to reduce costs (and thereby increase or maintain profit levels) and to secure new consumption. Overseas expansion is not inevitable, however. A state can solve the problem of underconsumption by increasing the income levels of the majority of the population either through legislation concerning wage levels (minimum wage laws, legalization of unions, child labor laws) or through income transfers (unemployment compensation, welfare).

Marxist Theories

Example: Lenin

Imperialism also arises because increased concentration of wealth leads to underconsumption. However, since the state represents the capitalist interest it is not possible to reduce underconsumption effectively through liberal strategies. Both strategies involve taking away money from the bourgeoisie and Marx and Lenin did not view this strategy as possible. Ultimately, according to Lenin, the world would be completely divided up and the rich countries would then fight over the redivision of the world. This analysis served as his explanation for World War I.

Political Theories

Examples: Morgenthau, Cohen

Imperialism is simply a manifestation of the balance of power and is the process by which nations try to achieve a favorable change in the status quo. The purpose of imperialism is to decrease the strategic and political vulnerability of a nation.

Social-Psychological Theories

Example: Schumpeter

Imperialism is objectless expansion, a pattern simply learned from the behavior of other nations and institutionalized into the domestic political processes of a state by a "warrior" class. This warrior class is created because of the need for defense, but, over time, the class will manufacture reasons to perpetuate its existence, usually through manipulation of crises.

IV. Texts

Required texts (with prices at Amazon.com)

Osterhammel, Jurgen, *Colonialism: A Theoretical Overview*, Markus Wiener, 1997.

Conklin, Alice and Ian Fletcher, *European Imperialism 1830-1930*, Houghton Mifflin, 1999,

Howe, Stephen, *Empire: A Very Short Introduction*, Oxford University Press, 2002.

ONLINE: Readings available under fair use from forthcoming textbooks Getz, Trevor, *Exchanges*, Longman Press, Vol. II, and Getz, Trevor and Heather Streets, *Modern Imperialism and Colonialism: A Global History* through They can be found on the course iLearn site: <https://ilearn.sfsu.edu/login/index.php> . Enter your ID# and pin and you should find them under History 400, Fall 2007 (use the "files" function). Students may read online and may print one copy only. Author's copyright is asserted. Do not share.

V. Assignments

Paper: definitions of colonialism, imperialism, and empire	Essay (2 pages)	20%
Paper: research paper based on German colonialism conference	Essay (4-6 pages)	20%
Midterm	Essay	30%
Final	Essay	40%

Definitions paper

Answer the following questions in numbered form, 500-750 words total, using the definitions of each of these terms given in class, and also the readings assigned today. This paper is absolutely, without exception, due on the second day of class at the beginning of the class. Do not miss class to complete it.

Many significant contemporary scholars have suggested that it is impossible to study imperialism without colonialism, or metropolitan history without colonial history.

- 1) *Do you agree or disagree? Why?*
- 2) *In what ways are the histories of colonies (or colonial peripheries) and metropolises connected?*
- 3) *What does this suggest about the nature of empires?*

Research paper

As part of your coursework for this class, you are required to attend at least two sessions of the German Colonialism Conference organized by Volker Langbehn of the Humanities Department (<http://www.sfsu.edu/~german/GCC/index.html>).

The two sessions that you attend should start you thinking about some aspect of colonialism in global history. Your assignment is:

- 1) Based on the two sessions you attend, choose a topic of interest to you.
- 2) You will conduct research on that topic using the library and online databases such as JSTOR and Academic Search Premier.
- 3) Based on your research, select a region of the world that has received scholarly attention for the topic you have chosen. You can choose the place and time you like (in fact, decentering or considering regions not normally included in the study of colonialism and imperialism can work quite well), so long as you can make the argument that it fits into the course and relates to the topic you have chosen.
- 4) Meet with me at least twice (once on Oct 11, once on Dec 11-13) to discuss your progress.

The assignment is as follows:

Devise and carry out a research project that uses secondary sources to investigate a topic in the history colonialism in a particular setting. Be sure to exhaustively search for source material –don't miss important sources! You should use at least 10 sources to write the paper, plus you should be able to cite notes taken at the German Colonialism Conference at least in background. You should be able to make a significant argument about the nature of colonialism in a particular place and time as well as more generally, and to support it with evidence. The paper should be at least 1500 words, and should have a title and be subdivided into sections for ease of use. You will be graded on the following:

- 1) Argument – Does the essay propound a thesis? Does the writer support it with adequate argument? Is the argument coherent? Convincing?
- 2) Evidence/Analysis – Does the writer make accurate use of a wide range of primary and secondary sources to support his or her argument? Does the writer demonstrate analytical and critical skills in using these sources? Does the writer take proper note of their biases? Does the writer demonstrate a command of the topic and its historical context?
- 3) Historiography - Does the writer use other historians' work appropriately to frame his or her argument? Does the writer take account of interpretations that diverge from his or her own? Does the writer demonstrate critical skills in the use of secondary sources?
- 4) Expression – Does the writer use language skillfully?
- 5) Form – Does the writer adhere to the normal rules of citation in footnotes, bibliography, etc.? Are the citations adequate to allow the reader to form a critical opinion of the range and use of sources?

Midterm and Final

Both tests are planned as in class exams by essay only. It is possible that the final may be changed to a take-home exam. You can find some idea of what the questions *might* be online at <http://online.sfsu.edu/~tgetz>

